

## Montana NAEP 2013 Students with Disabilities (SD) Inclusion Guidelines

### Mathematics and Reading Grades 4, 8, and 12

The Montana Office of Public Instruction expects that most students with disabilities (SD) will be included on the National Assessment of Educational Progress (NAEP). **As a general rule, only those students with disabilities who participate in the MontCAS Criterion-Referenced Test-Alternate (CRT-Alt) Assessment based on alternate achievement standards may be excluded from any NAEP assessment.** This rule does not, however, relieve the school or other individuals involved with a particular student of their ethical responsibility to do what is best for the student. According to the Professional Educators of Montana Code of Ethics, Principle I Article A, the ethical educator "Makes the well-being of students the foundation of all decisions and actions." In a small number of individual cases, the opinions of parents/guardians, teacher, counselor, and/or other professionals who know and understand a student to the greatest possible extent may agree that it is in the best interest of the student that he or she not participate in the NAEP assessment.

Several accommodations provided on the Montana assessments are not necessary for NAEP because of the way it is administered. For example:

- Writes answers in test booklet: On NAEP, all students write responses in the assessment booklets, not on separate answer documents.
- Takes assessment over multiple days: NAEP is much shorter than the state assessments, so multiple day testing is not offered. Students take two 25-minute subject matter blocks with the maximum amount of extended time allotted being 150 minutes.
- Uses a calculator: Calculators are allowed on some sections of the NAEP mathematics assessment. Montana students who require a calculator for testing in their IEP or 504 Plans are eligible to use a calculator booklet. This accommodation does not replace non-calculator blocks, instead a student who is allowed this accommodation would only be tested with calculator blocks.

Please keep in mind that NAEP, unlike the Montana state assessment, does not produce results for individual students or schools. All results are summarized only at the state and national level. In other words, the NAEP assessments do not impose consequences for the student or the school, and are instead intended purely to provide a picture of educational performance and progress.

The following table lists the NAEP accommodations for students with disabilities and should be used to determine allowable accommodations. If you have questions about the NAEP accommodations, please contact Ashley McGrath, NAEP State Coordinator at [amcgrath@mt.gov](mailto:amcgrath@mt.gov) or (406) 444-3450.

NAEP Accommodation	NAEP Code (Record this code on the SD Worksheet in column G)	NAEP Subject	NAEP Accommodation Description	Montana Accommodation Description
Extended time	EXT	Mathematics and Reading	This accommodation requires that students be given extra time to complete the assessment. <i>NOTE: If state test is untimed, students <u>may or may not</u> require extended time on NAEP. NAEP is a timed, but not a "speeded" test (it is not designed to evaluate how many questions a student can answer in a limited amount of time). Generally, most students are able to complete the NAEP cognitive sections in the time allowed (25 minutes per section).</i>	Untimed test
Small group	SMG	Mathematics and Reading	Generally, a small group session includes no more than <u>five</u> students. A student can be assigned to a small group session because he/she requires one, or because one or more of the accommodations he/she typically requires must be administered in a separate session to minimize distractions to other students in the regular session.	<b>Small Group Administration: Test was administered to a small group of students. Recommend no more than fifteen students unless accommodation 22 for which no more than five students should be in the small group administration.</b>
One-on-one	ONE	Mathematics and Reading	This accommodation requires that a student is assessed individually in an area free of distractions.	<u>Individual Administration:</u> Test was administered in a one to one situation.

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NAEP Accommodation	NAEP Code (Record this code on the SD Worksheet in column G)	NAEP Subject	NAEP Accommodation Description	Montana Accommodation Description
Directions only read aloud in English	RA-D	Mathematics and Reading	For this accommodation, students may have the general directions (the same for all students) and/or the subject-specific directions read aloud, repeated, or <b>reworded in any way in English so that students understand what to do.</b>  <i>NOTE: Some students' IEPs or 504 Plans stipulate that they should receive this accommodation. For those students, this will be coded as an accommodation. Students who do not have this as an IEP or 504 requirement, but who need the general directions (the same for all students) and/or the subject-specific directions read aloud, repeated, or reworded in any way in English can request this by raising his or her hand during the session, and it will not be recorded as an accommodation.</i>	<u>Test Directions Support:</u> An administrator assisted students in understanding test directions.
Test items read aloud in English – occasional	RA-O	Mathematics Not Allowed for Reading	For this accommodation, students may request to have words, phrases, or sentences read aloud to them in English. <b>Read aloud in English – occasional is not allowed for Reading.</b>	<u>Math and Science:</u> The test administrator must read the test items and answer choices word-for-word. Before reading aloud, the test administrator should advise students that each item and answer choice will be read aloud in exactly the order as presented. Students should also be advised that items, including answer choices, will be repeated at the end of a session in case the students wish to review/check their work.
Test items read aloud in English – most or all	RA-A	Mathematics Not Allowed for Reading	For this accommodation, students may request to have most or all of the assessment booklet read aloud to them in English. <b>Read aloud in English – most or all is not allowed for Reading.</b>	<u>Math and Science:</u> The test administrator must read the test items and answer choices word-for-word. Before reading aloud, the test administrator should advise students that each item and answer choice will be read aloud in exactly the order as presented. Students should also be advised that items, including answer choices, will be repeated at the end of a session in case the students wish to review/check their work.
Breaks during test	BRK	Mathematics and Reading	This accommodation requires that the student be allowed to take breaks as requested or at predetermined intervals during the assessment. This also could mean that the student is allowed to take the assessment in more than one sitting during a single day.	<b>Session Duration: Test is administered in appropriate blocks of time for individual student needs, followed by rest breaks.</b>
Calculator version of the test	CALC	Mathematics Not Allowed for Reading	NAEP has a mathematics calculator assessment booklet available for students who require a calculator for a mathematics assessment. <b>Calculator version of the test is not allowed for Reading.</b>	<b>Nonstandard Accommodation: Student uses a calculator on the no-calculator sections of the mathematics test. A student for whom this type of nonstandard accommodation might be used would be a student with a learning disability in mathematics who, without the use of a calculator, would not be able to perform any mathematics calculations or functions.</b>
Must have an aide administer the test	SSTF	Mathematics and Reading	This accommodation requires that a <b>school staff member</b> familiar to the student administer or be present during the session.	<u>Change in Personnel:</u> Test is administered by other personnel known to the student (e.g., LEP, Title I, special education teacher).
Responds orally to a scribe	SCR	Mathematics and Reading	This accommodation requires that the student respond orally to a scribe <b>provided by the school</b> or respond by pointing to his/her answers. The scribe then records the student's responses in the assessment booklet.	<u>Dictation:</u> Student dictates answers to a test administrator who records them in the Answer Booklet. While the student completes dictating answers and/or a constructed response, the test administrator transfers what the student dictated, and for constructed responses writes what the student dictated into the appropriate space in the Answer Booklet word-for-word exactly as the student dictated it. The student may review what is bubbled or written; however, the test administrator may not clarify, elaborate, or make any changes not initiated by the student.
Large print version of the test	LRG	Mathematics and Reading	NAEP provides large-print booklets to students who are visually impaired. These are assessment booklets that have been enlarged to 129 percent.	<u>Large Print:</u> A large print version of the test was used by the student.
Magnification equipment	MAG	Mathematics and Reading	This is a lens or system <b>provided by the school</b> that enhances visual function. Magnification devices include eyeglass-mounted magnifiers, freestanding or handheld magnifiers, enlarged computer monitors, or computers with screen-enlargement programs. Some students use closed-circuit television to enlarge print and display printed material with various image enhancements on a screen.	<u>Magnification:</u> Student used equipment to magnify test materials.

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Uses template/special equipment/preferential seating	EQP	Mathematics and Reading	<p><u>Template:</u> This is a cutout or overlay <b>provided by the school</b> that is used to focus a student's attention on one part of a page by obscuring other parts of the page.</p> <p><u>Writing Tool:</u> This is a large-diameter pencil, pencil grip, or other special writing tool <b>provided by the school</b> that a student uses to record his/her answers in the assessment booklet.</p> <p><i>NOTE: Some students' IEPs or 504 Plans stipulate that they should receive this accommodation. For those students, this will be coded as an accommodation. Students who do not have this as an IEP or 504 requirement, but who typically use large-diameter pencils, pencil grips, or other special writing tools during assessments, may use these for NAEP, and it will not be recorded as an accommodation.</i></p> <p><u>Responds Using a Computer or Typewriter:</u> This accommodation requires that the student record his/her answers using a computer or typewriter <b>provided by the school</b>.</p> <p><u>Preferential Seating:</u> This accommodation requires that a student sit in a designated area for the assessment; such as away from other students to limit distractions; a location where there is access to special equipment; or close to the front of the room so that a student can see or hear more easily. It may also include special light and furniture used by the student.</p>	<p><u>Reduce Distracters:</u> Student is seated at a carrel or other physical arrangement that reduces visual distraction.</p> <p><u>Alternative Setting:</u> Test is administered to the student in a different setting.</p> <p><u>Front Row Seating:</u> A student is seated in the front of the classroom when taking the test. Student (not groups of students) wears equipment to reduce environmental noises.</p> <p><u>Template:</u> Student uses a template. An example is a piece of card stock that has a window cut out which enables the student to focus by isolating lines or text or items.</p> <p><u>Amplification:</u> Student uses amplification equipment (e.g., hearing aid or auditory trainer) while taking test.</p> <p><u>Writing Tools:</u> After the student completes typing a constructed response, the test administrator transfers what the student typed into the appropriate space in the Answer Booklet word-for-word exactly as the student typed it. The student may review what the test administrator wrote and advise changes; however, the test administrator may not clarify, elaborate, or make any changes not initiated by the student. The student marks or writes answers with the assistance of a technological device or special equipment. After the student completes an answer, the test administrator transfers what the student completed with a technological device or special equipment and, for constructed response, transfers word-for-word exactly what the student completed into the appropriate space in the Answer Booklet. The student may review what the test administrator marked or wrote and advise changes; however, the test administrator may not clarify, elaborate, or make any changes not initiated by the student.</p>
Presentation in Braille	BRL-P	Mathematics and Reading	This is a Braille version of the booklet.	<u>Braille:</u> A Braille version of the test was used by the student.
Response in Braille	BR-R	Mathematics and Reading	This accommodation requires that a visually impaired student record his/her answers using a Braille output device, a slate and stylus, or an electronic Braille note taker <b>provided by the school</b> , or uses a scribe to record the answers (see "Responds orally to a scribe" accommodation).	<u>Braille:</u> A Braille version of the test was used by the student.
Presentation in Sign Language	SL-P	Mathematics <b>Not allowed for Reading</b>	This accommodation requires that a qualified sign language interpreter <b>at the school</b> sign the instructions included in the session script and some or all of the test questions or answer choices for the student. <b>Presentation in sign language is not allowed for Reading.</b>	<u>Test Interpretation:</u> Tests, including directions, were interpreted for students who are deaf or hearing-impaired (with the exception of interpreting the reading test).
Response in Sign Language	SL-R	Mathematics and Reading	This accommodation requires that a hearing-impaired student sign his/her responses to a scribe <b>provided by the school</b> who records the responses in the student's booklet (see "Responds orally to a scribe" accommodation).	<u>Test Interpretation:</u> Tests, including directions, were interpreted for students who are deaf or hearing-impaired (with the exception of interpreting the reading test).
Other (specify)	OTR (Specify in column G)	Mathematics and Reading	Any accommodations not listed above. Please contact Ashley McGrath, NAEP State Coordinator at amcgrath@mt.gov or (406) 444-3450 to see if the accommodation can be provided on NAEP.	

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Please note the following differences in accommodation practices for the Montana state assessments and the expectation for inclusion on NAEP.

- Students who have the read aloud accommodation of the questions being read for the Reading Comprehension section on the Montana state assessment should be included in NAEP Reading without the accommodation.
- Only students that require a calculator for testing in their IEP or 504 Plans are eligible for the NAEP calculator version of the test.
- Students who receive multiple day testing on the Montana state assessments should take the NAEP assessments in one day with breaks as needed. NAEP is much shorter than the state assessments, so multiple day testing is not offered. Students take two 25-minute subject matter blocks and answer survey questions about their educational experiences.
- On NAEP, all students write responses in the assessment booklets, not on separate answer documents.